



THE INFLUENCE OF LEADERSHIP STYLE, ORGANIZATIONAL CULTURE, AND WORK MOTIVATION ON ORGANIZATIONAL COMMITMENT OF LIBRARY PERSONNEL IN PUBLIC SENIOR HIGH SCHOOLS IN JAMBI PROVINCE

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Abstract

This study aims to analyze the influence of leadership style, organizational culture, and work motivation on organizational commitment among library staff of public senior high schools (SMA Negeri) in Jambi Province, both directly and indirectly. The research employed a quantitative approach with a cluster sampling technique across three regions Jambi City, Tanjung Jabung Timur Regency, and Merangin Regency with a total of 132 respondents, 97 of whom were included in the analytical sample. Data were processed using SmartPLS 3.0 through structural model testing (inner model) to examine causal relationships among variables. The results indicate that leadership style does not have a significant direct effect on work motivation, whereas organizational culture shows a strong and significant direct effect on the work motivation of library staff. Additionally, leadership style and organizational culture jointly have a significant impact on work motivation. Regarding organizational commitment, the findings reveal that leadership style, organizational culture, and work motivation each have a positive and significant direct effect. Further results show that both leadership style and organizational culture exert significant indirect effects on organizational commitment through work motivation, suggesting that work motivation functions as a mediating variable in these relationships. Overall, this study concludes that organizational culture is the most dominant factor influencing both work motivation and organizational commitment, while work motivation strengthens the relationship between leadership and cultural factors and the commitment of library staff. Therefore, efforts to enhance organizational commitment among library personnel in public senior high schools in Jambi Province should focus on cultivating a positive organizational culture, improving effective leadership practices, and providing continuous motivational support.

Keywords: Leadership Style, Organizational Culture, Work Motivation, Organizational Commitment

1. INTRODUCTION

School libraries play a vital role in supporting students' literacy development and fostering scientific curiosity through enriched reading from various literature sources. To meet national



standards as mandated in Law No. 43 of 2007 on Libraries, every school or madrasah is required to establish a library that complies with national standards and aligns with the National Education Standards (National Library of Indonesia, 2017). The primary objective of school library management is to provide accessible information services for both students and teachers as users.

However, in practice, school library management has not fully met expectations. Common issues include limited budgets, insufficient procurement of reading materials, low institutional support from school leaders, inadequate facilities, and shortages of competent personnel. These challenges make it difficult for school libraries to develop into institutions that comply with national standards. Despite various regulations and development programs introduced by the government, fundamental problems persist.

Several scholars have highlighted the significance of school libraries. Liah Shonhe emphasizes that challenges faced by school libraries must be addressed immediately, as libraries cultivate a love for reading, enrich learning experiences beyond the classroom, and build independent and lifelong learning habits (Shonhe, 2019). Benard and Dulle argue that school library problems must be collectively resolved by all stakeholders, including the government (Benard & Dulle, 2014). Suyoto (2024) adds that school libraries are a primary target in the government's efforts to enhance literacy, thus requiring professional management to function optimally.

According to Evan (2005), the library management system largely depends on the quality of its human resources. Competent library staff are those who possess emotional attachment in the form of organizational commitment. Luthans (2011) defines commitment as an attitude reflecting employees' loyalty to the organization. Allen and Meyer (2013) view organizational commitment as the degree to which individuals identify with the organization and are unwilling to leave. Strong organizational commitment enhances employee performance, discipline, and responsibility.

Commitment among school librarians is crucial in supporting education. Highly committed librarians improve service quality, assist teachers and students, and position the library as an effective learning resource for the entire school community. They are more proactive in updating collections and providing relevant services, thereby creating an information-rich learning environment that supports lifelong learning (Hidayah, 2017). Librarians with strong commitment also play a key role in promoting reading habits through literacy programs, book clubs, and reading campaigns. Such commitment contributes to effective library management even under limited resources (Supriyanto, 2017).

Building librarian commitment, however, is not an easy task. Akpom et al. (2022) show that librarians' success and commitment are influenced by a supportive organizational climate. Ghorbanhosseini (2013) highlights the importance of human capital for better institutional management. Wolowska (2014) notes that organizational commitment is affected by psychological factors such as attention, well-being, a conducive work environment, and leadership style.

Leadership plays a crucial role in fostering commitment. Leaders who serve as role models encourage subordinates to work according to institutional expectations. Effective leaders influence staff to remain focused, optimistic, confident, and committed to organizational goals. School principals, as top leaders, are responsible for integrating the library into the curriculum so that it becomes a learning center encouraging students to read and explore diverse information resources (Dessler, 2019).



Principals who understand the importance of libraries ensure adequate resources and well-trained staff. Their leadership also contributes to developing library programs, including attractive literacy activities that enhance students' reading interest. Good leadership turns the library from an occasional visit area into an integral part of school life (Seprianto & Kurniawan, 2019). Principals who motivate librarians through a clear and inspiring vision can increase their commitment to the school and the library. Open and communicative leaders cultivate a positive work environment where librarians feel valued and committed to improving services (Supriyanto, 2017). Other studies by Seprianto & Kurniawan (2019), Putra (2019), Jannah et al. (2022), and Samosir & Sitompul (2022) confirm that leadership style positively affects organizational commitment. This implies that the better the leadership style applied by the principal in managing the library, the stronger the librarians' organizational commitment.

Leadership styles that support professional development strengthen commitment because employees feel valued and have growth opportunities. Leadership that involves employees in decision-making fosters a sense of ownership and responsibility (Tobing, 2017). Organizational culture also influences librarian commitment. Clear values and mission help librarians understand their roles in supporting educational objectives. Alignment between personal values and school values strengthens commitment. A culture of innovation and creativity motivates librarians to develop innovative programs, while teamwork-oriented cultures reinforce belonging, engagement, and motivation.

Studies by Jigjiddorj et al. (2021), Wua (2019), Paskauli & Andreani (2019), Musa & Yuliza (2022), and Laili & Muryati (2020) demonstrate that organizational culture positively affects commitment. Similarly, work motivation affects librarians' commitment. Berberoglu (2018) notes that work motivation is crucial in building organizational commitment. Research by Siwi et al. (2020), Asi et al. (2021), Umar & Norawati (2022), and Putri et al. (2015) also confirms that work motivation has a positive impact on commitment. Motivated librarians display higher loyalty, retention, and positive perceptions of the organization. Both internal and external factors influence work motivation, including leadership style and organizational culture. Leaders who attend to employees' needs and create a positive environment enhance work motivation (Manalo et al., 2020). Studies by Mendrofa et al. (2021), Jannah et al. (2021), Salmawati et al. (2023), and Kurniasari & Rosdiana (2023) have shown that leadership style positively affects work motivation. Supportive organizational culture also positively influences motivation.

At the Senior High School (SMAN) level, professionally managed school libraries significantly support students' literacy, creativity, and academic achievement. However, in many regions including Jambi Province the quality of school library management varies considerably. Many school libraries are still suboptimal in providing services, programs, or facilities that meet users' needs. One of the key determinants of library success is not only the availability of collections and facilities but also the competence and commitment of the personnel managing them.

Leadership style, organizational culture, and work motivation are frequently identified as factors influencing employees' organizational commitment. Effective leadership creates direction and enthusiasm; strong organizational culture shapes work habits and shared values; and work motivation sustains consistency and dedication. High organizational commitment among library personnel affects service quality, program sustainability, and innovation in library management.



To date, research on the influence of leadership style, organizational culture, and work motivation on organizational commitment has largely been conducted in industrial, governmental, or general educational settings. Meanwhile, studies specifically examining school library personnel especially within the context of Jambi Province remain limited. Contextual findings are essential for producing policy recommendations and development programs that align with local characteristics.

Professionally managed libraries can significantly affect students' reading interest and literacy. Libraries with well-curated collections and innovative literacy programs attract students to read more. When students enjoy reading, they are more likely to develop strong, sustained reading habits, which are critical for academic success and lifelong learning. Based on the 2023 Education Report Card for Primary, Secondary, and Vocational Education in Jambi Province, out of 126 public senior high schools evaluated, 40 schools (31.75%) had students with "low" literacy levels, while the remaining 86 schools (68.25%) fell into the "moderate" category. These data indicate that the role of school libraries and library staff in enhancing students' literacy in Jambi Province is still suboptimal.

Initial findings related to leadership style in managing school libraries in Jambi Province show several problems: (1) insufficient budget allocation for libraries, (2) lack of prioritization of library development indicated by its absence in strategic plans, (3) inadequate supervision and evaluation of library management, (4) limited collaboration between teachers and library staff in enhancing library use, reading interest, and literacy, and (5) lack of motivational efforts regarding the importance of library management in supporting the school's vision and mission.

Similarly, initial findings regarding organizational culture in public senior high schools in Jambi Province reveal issues such as (1) lack of appreciation and recognition for library staff, (2) unclear library vision and mission, (3) limited collaboration between librarians and teachers, and (4) insufficient implementation of values such as creativity and innovation in library management. Preliminary observations on work motivation also indicate that several librarians lack motivation, shown by (1) little effort to create an attractive and conducive library environment, (2) limited development of innovative programs, (3) low proactiveness in encouraging students to use the library, and (4) lack of user feedback collection and follow-up improvements.

Thus, this study is crucial to obtain a deeper understanding of the extent to which leadership style, organizational culture, and work motivation influence the organizational commitment of library personnel in public senior high schools in Jambi Province. The findings are expected to enrich scholarly discourse in educational and library management and provide a strong foundation for policymakers in enhancing the professionalism and dedication of school library personnel in the region.

Based on the outlined background, this study formulates several key research questions to obtain a comprehensive understanding of school library management in Jambi Province. First, the study aims to describe the conditions of leadership style, organizational culture, work motivation, and organizational commitment among library personnel. Second, it examines whether leadership style and organizational culture influence work motivation, both individually and simultaneously. Third, the study investigates the influence of work motivation, leadership style, and organizational culture on organizational commitment. Furthermore, it analyzes the simultaneous effects of these variables on commitment. Finally, this research explores whether leadership style and



organizational culture indirectly influence organizational commitment through work motivation. With these problem formulations, the study aims to provide comprehensive answers regarding the relationships among the variables, thus offering a basis for recommendations to improve school library management.

2. RESEARCH METHODOLOGY

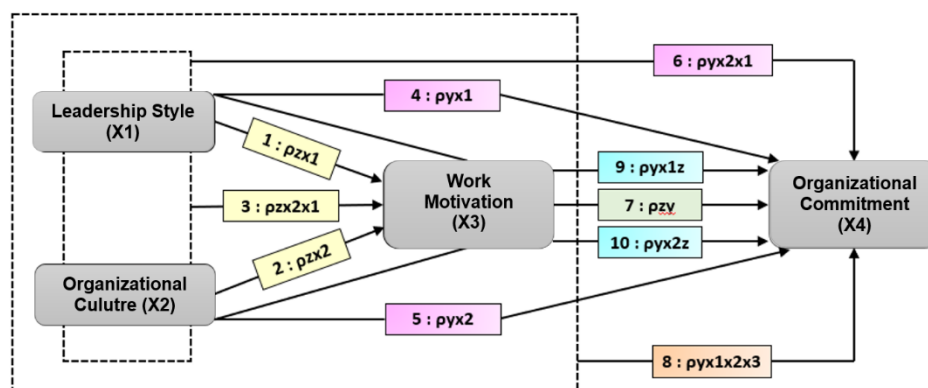
This study employed a quantitative research design using a survey method. The population consisted of 486 library personnel working in Public Senior High Schools (SMAN) across 11 regencies and cities in Jambi Province. A cluster sampling technique was applied by selecting representative regions from the central area (Jambi City), the eastern area (Tanjung Jabung Timur Regency), and the western area (Merangin Regency) as the research locations. The total sample obtained from these three regions was 132 respondents; however, 97 were used as the effective sample for data analysis.

To obtain accurate information, appropriate data collection methods were utilized, including questionnaires and observations.

The study adopted a quantitative approach and was conducted in Public Senior High Schools (SMAN) in Jambi Province. Observations were carried out to examine the forms of library management implemented by the schools. To enrich the field data, Focus Group Discussions (FGDs) were also conducted as supporting quantitative input for the research. In addition, the researcher analyzed various documents, including written materials, images, written works, and electronic documents. These documents were examined, compared, and integrated (synthesized) into a systematic, comprehensive, and coherent analysis.

3. RESULTS AND DISCUSSION

The researcher employed a cluster sampling technique by selecting the central region (Jambi City), the eastern region (Tanjung Jabung Timur Regency), and the western region (Merangin Regency) as the research locations, resulting in a total sample of 132 respondents from these three areas. However, only 97 respondents were used as the effective sample for the analysis. This study aims to examine the influence of Leadership Style, Organizational Culture, and Work Motivation on Organizational Commitment. The constellation of relationships among these variables can be seen in the following model.



**Figure 1.** Constellation of Intervariable Influences

Hypothesis 1: The Direct Influence of Leadership Style on Work Motivation among School Library Personnel in Public Senior High Schools in Jambi Province

The testing of Hypothesis 1 in this study is based on the sub-structural model I, with the following statistical hypothesis formulation:

- **H0: $p_{zx1} = 0$**
There is no direct influence of leadership style on the work motivation of school library personnel in Public Senior High Schools in Jambi Province.
- **Ha1: $p_{zx1} \neq 0$**
There is a direct influence of leadership style on the work motivation of school library personnel in Public Senior High Schools in Jambi Province.

Hypothesis 1 (Ha1) is accepted if the calculated t-statistic value is greater than the t-table value ($t_{\text{statistic}} > t_{\text{table}} = 1.990$) or if the significance value (p-value) is less than α (p-value < 0.05). Table 1 below presents the original sample value, sample mean, standard deviation, t-statistic value, and p-value for testing the direct influence of leadership style (X1) on work motivation (Z) among school library personnel in Public Senior High Schools in Jambi Province.

	<i>Original Sample</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X1 $\rightarrow$ Z	0.049	0.065	0.061	0.813	0.417

Table 1. Results of the Direct Influence Test of Leadership Style on Work Motivation

The results of the direct effect test between leadership style and work motivation (Table 1) show a parameter coefficient of 0.049, indicating a positive value. This means that the better the leadership style applied by the heads of school libraries in Public Senior High Schools (SMA Negeri) in Jambi Province, the higher the work motivation of library personnel, and vice versa. The calculated t-statistic is 0.813, which is lower than the t-table value (1.990), and the significance value (p-value) is 0.417, which is greater than $\alpha = 0.05$. These results indicate that the direct effect of leadership style on work motivation is not significant; thus, Hypothesis 1 (Ha1) is rejected, meaning that leadership style does not have a direct and significant effect on the work motivation of library personnel in Public Senior High Schools in Jambi Province.

The findings above are consistent with the study conducted by Mulyadi & Rivai (2022), which reveals that leadership style does not have a direct effect on work motivation; instead, its influence emerges indirectly through organizational commitment. This provides important empirical evidence that the leadership motivation relationship is not a direct effect, but operates through a mediating mechanism. Leadership style enhances organizational commitment (such as



sense of belonging, trust, and loyalty), and it is organizational commitment that subsequently increases work motivation. This finding aligns with path-goal theory and organizational behavior models, which emphasize that leadership functions as a driver of psychological climate rather than a direct trigger of motivation.

Similarly, Rohana (2021) found that the leadership style of school principals has a small and insignificant effect on the motivation of teachers in public schools. In the context of public schools, teacher work motivation is largely influenced by government regulations, employment status (civil servant or honorary staff), and incentives provided by educational authorities. Therefore, the role of the principal as a leader does not become the main determinant of teacher motivation. This finding highlights that the bureaucratic hierarchy in public schools may limit the scope of a principal's leadership in exerting a significant influence on teacher motivation. Furthermore, Harsono (2018) found no significant effect of leadership style on the motivation of librarians in regional libraries. This evidence reinforces the notion that the library sector has unique work dynamics. Librarian motivation is shaped more by professional recognition, opportunities for competency development, involvement in literacy activities, and job security. Since librarians' tasks are often individual and routine in nature, leadership style does not exert a strong psychological impact. In fact, several studies suggest that the work climate and library facilities play a far more decisive role in influencing librarian motivation compared with the leadership style of supervisors.

Hypothesis 2: The Direct Effect of Organizational Culture on the Work Motivation of Library Personnel in Public Senior High Schools in Jambi Province

The testing of Hypothesis 2 in this study is based on Sub-Structural Model I, with the following statistical hypothesis formulation:

- **H0: $\rho_{XZ} = 0$**
There is no direct effect of organizational culture on the work motivation of library personnel in Public Senior High Schools in Jambi Province.
- **Ha2: $\rho_{XZ} \neq 0$**
There is a direct effect of organizational culture on the work motivation of library personnel in Public Senior High Schools in Jambi Province.

Hypothesis 2 (Ha2) is accepted if the calculated t-statistic value is greater than the t-table value ($t_{\text{statistic}} > t_{\text{table}} = 1.990$) or if the significance value (p-value) is smaller than α (p-value < 0.05). Table 2 presents the original sample value, sample mean, standard deviation, t-statistic, and p-value for the direct effect test of organizational culture (X2) on work motivation (Z) of library personnel in Public Senior High Schools in Jambi Province.

	<i>Original Sample</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X2 → Z	0.919	0.910	0.046	20.162	0.000

Table 2. Results of the Direct Effect Test of Organizational Culture on Work Motivation



The results of the direct influence test between organizational culture and work motivation (Table 2) show a parameter coefficient of 0.919, indicating a positive value. This means that the stronger and more positive the organizational culture implemented in public senior high school libraries in Jambi Province, the higher the work motivation of library personnel, and vice versa. The calculated t-statistic value is 20.62, which is greater than the t-table value (1.990), and the significance value (p-value) is 0.000, which is smaller than α (0.05). These results demonstrate that the direct influence of organizational culture on work motivation is significant; therefore, Hypothesis 2 (Ha2) is accepted, indicating that organizational culture has a significant direct effect on the work motivation of library personnel in public senior high schools in Jambi Province.

Previous studies consistently indicate that organizational culture is one of the dominant factors influencing work motivation among teachers, education staff, librarians, and administrative personnel. Numerous empirical studies reveal that strong and positive organizational culture enhances work enthusiasm, fosters a sense of belonging, and strengthens employees' commitment to their tasks. These findings align with the results of this study, which show that organizational culture significantly affects the work motivation of library personnel in public senior high schools in Jambi Province.

Supporting evidence is provided by Sari and Hidayat (2020), who examined the influence of organizational culture on librarian motivation in public university libraries. They found that a work environment that values innovation, openness, and professionalism significantly increases librarian motivation. Within the library context, a culture that supports creativity and collaboration has been shown to create a conducive work climate that enhances motivation and performance.

Similarly, Handayani (2021), in her study of public senior high school teachers, demonstrated that a conducive organizational culture has a strong and significant influence on teachers' work motivation. She argued that collaborative and integrative culture emphasizing honesty, togetherness, and partnership creates a positive work environment that encourages teachers to perform optimally. These findings further reinforce the argument that organizational culture is a fundamental component in enhancing work motivation within formal education institutions.

From a theoretical perspective, Robbins and Judge (2017) emphasize that organizational culture is a major determinant of work motivation. Through shared values, behavioral norms, and organizational identity, a strong culture fosters pride and attachment among organizational members. Such attachment ultimately increases motivation to engage in behaviors aligned with organizational expectations and achieve shared goals.

Based on these various studies, it can be concluded that organizational culture is a key factor determining the level of work motivation in educational and library settings. A positive culture creates comfort, a sense of belonging, and enthusiasm for work, enabling employees to feel valued and motivated to complete their tasks. Thus, the findings of this study showing a significant influence of organizational culture on the work motivation of library personnel in public senior high schools in Jambi Province are consistent with established empirical evidence and theoretical frameworks in management and organizational behavior literature.



Hypothesis 3: The direct influence of leadership style and organizational culture on the work motivation of library personnel in public senior high schools in Jambi Province

Testing of Hypothesis 3 in this study is based on the sub-structure I model, with the following statistical hypothesis formulation:

- **H0: $\rho_{zx2x1} = 0$**
There is no direct influence of leadership style and organizational culture on the work motivation of library personnel in public senior high schools in Jambi Province.
- **Ha3: $\rho_{zx2x1} \neq 0$**
There is a direct influence of leadership style and organizational culture on the work motivation of library personnel in public senior high schools in Jambi Province.

Hypothesis 3 (Ha3) is accepted if the calculated t-statistic value is greater than the t-table value ($t_{\text{statistic}} > t_{\text{table}} (1.990)$) or if the significance value (p-value) is smaller than α ($p\text{-value} < \alpha (0.05)$). Table 3 presents the original sample values, sample mean, standard deviation, t-statistic values, and p-values for the direct effect test of leadership style (X1) and organizational culture (X2) on work motivation (Z) among library personnel in public senior high schools in Jambi Province.

	<i>Original Sample</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X1 & X2 $\rightarrow$ Z	0.905	0.906	0.022	41.063	0.000

Table 3. Results of the Direct Influence Test of Leadership Style and Organizational Culture on Work Motivation

The results of the direct influence test between leadership style and organizational culture on work motivation (Table 3) show a parameter coefficient of 0.905, indicating a positive value. This means that the better the leadership style and organizational culture implemented in public senior high school libraries in Jambi Province, the higher the work motivation of library personnel, and vice versa. The calculated t-statistic is 41.063, which is greater than the t-table value (1.990), and the significance value (p-value) is 0.000, which is smaller than α (0.05). These results indicate that the direct influence of leadership style and organizational culture on work motivation is significant; thus, Hypothesis 3 (Ha3) is accepted, meaning that leadership style and organizational culture have a significant direct effect on the work motivation of library personnel in public senior high schools in Jambi Province.

These findings demonstrate that when effective leadership is applied in conjunction with a strong organizational culture, employees' work motivation increases optimally. The results are consistent with previous research in the fields of educational management, human resource management, and library science. A study by Supriyanto and Setiawan (2019) showed that leadership style and organizational culture jointly have a significant influence on the work motivation of education personnel in public schools. They argued that the combination of leadership capable of providing direction and an organizational culture that fosters a positive climate substantially enhances work motivation. This supports the findings of the present study,



emphasizing that the synergy between these two variables is a crucial determinant of employee motivation.

Furthermore, Wibowo (2019) revealed that leadership style and organizational culture simultaneously have a substantial effect on the work motivation of teachers and educational staff. He emphasized that leaders who are communicative, supportive, and consistent in implementing school values strengthen a collaborative work culture, which subsequently enhances intrinsic motivation and work commitment. This illustrates the synergistic relationship between the two variables leaders reinforce culture, and culture reinforces motivation.

These studies reinforce the conclusion that leadership style and organizational culture do not operate independently; rather, they complement each other in enhancing employee work motivation. Their synergy creates a positive psychological climate and conducive work environment, strengthens a sense of belonging, increases workplace comfort, and fosters intrinsic motivation to perform at a high level. Therefore, the findings of this study, which state that both variables significantly and jointly influence the work motivation of library personnel in public senior high schools in Jambi Province, provide empirical evidence consistent with both national and international literature.

Hypothesis 4: The direct influence of leadership style on the organizational commitment of library personnel in public senior high schools in Jambi Province

Testing of Hypothesis 4 in this study is based on the sub-structure II model, with the following statistical hypothesis formulation:

- **H0: $\rho_{yx1} = 0$**
There is no direct influence of leadership style on the organizational commitment of library personnel in public senior high schools in Jambi Province.
- **Ha4: $\rho_{yx1} \neq 0$**
There is a direct influence of leadership style on the organizational commitment of library personnel in public senior high schools in Jambi Province.

Hypothesis 4 (Ha4) is accepted if the calculated t-statistic is greater than the t-table value ($t_{\text{statistic}} > t_{\text{table}} (1.990)$) or if the significance value (p-value) is smaller than α ($p\text{-value} < \alpha (0.05)$). Table 4 presents the original sample values, sample mean, standard deviation, t-statistic values, and p-values for the direct effect test of leadership style (X1) on organizational commitment (Y) among library personnel in public senior high schools in Jambi Province.

	<i>Original SampleI</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X1 → Y	0.158	0.167	0.064	2.474	0.014

Table 4. Results of the Direct Influence Test of Leadership Style on Organizational Commitment

The results of the direct influence test between leadership style and organizational commitment (Table 4) show a parameter coefficient of 0.158, indicating a positive value. This means that the better the leadership style implemented by the heads of public senior high school



libraries in Jambi Province, the higher the organizational commitment of the library personnel, and vice versa. The calculated t-statistic is 2.474, which is greater than the t-table value (1.990), and the significance value (p-value) is 0.014, which is smaller than α (0.05). These calculations indicate that the direct effect of leadership style on organizational commitment is significant; thus, Hypothesis 4 (Ha4) is accepted, meaning that leadership style has a significant direct effect on the organizational commitment of library personnel in public senior high schools in Jambi Province.

This finding is consistent with a number of previous studies which also emphasize that leadership is an essential factor in shaping and strengthening employees' commitment to the organization. The study conducted by Mulyadi and Rivai (2022) demonstrated that leadership style significantly influences organizational commitment before subsequently affecting work motivation. They argue that leaders who are capable of providing direction, support, and recognition foster trust, loyalty, and pride among employees. In this context, organizational commitment becomes an important mediator that links leadership style to employee behavior and performance. This is highly relevant to the findings of the present study, which show that leadership style directly enhances the commitment of library personnel.

Furthermore, research by Supriyanto and Setiawan (2019) provides strong evidence that leadership style significantly affects the organizational commitment of educational personnel, particularly within public educational institutions. In school settings, leaders who successfully build strong interpersonal relationships, establish open communication, and serve as role models tend to increase employees' emotional attachment and commitment to the institution. This aligns with the results of this study, indicating that heads of library units play a critical role in strengthening the commitment of library personnel through their leadership practices.

Overall, these studies consistently highlight that leadership style is a key determinant in building organizational commitment. Leaders who demonstrate interpersonal competence, provide clear guidance, and foster a positive work climate can strengthen employees' sense of belonging and organizational loyalty. Therefore, the findings of this study which show a significant influence of leadership style on the organizational commitment of library personnel in public senior high schools in Jambi Province are fully aligned with established empirical evidence and theoretical perspectives in educational management and organizational behavior literature.

Hypothesis 5: The direct influence of organizational culture on the organizational commitment of library personnel in public senior high schools in Jambi Province

Testing of Hypothesis 5 in this study is based on the sub-structure II model, with the following statistical hypothesis formulation:

- **H0: $\rho_{yx2} = 0$**
There is no direct influence of organizational culture on the organizational commitment of library personnel in public senior high schools in Jambi Province.
- **Ha5: $\rho_{yx2} \neq 0$**
There is a direct influence of organizational culture on the organizational commitment of library personnel in public senior high schools in Jambi Province.



Hypothesis 5 (Ha5) is accepted if the calculated t-statistic is greater than the t-table value ($t_{\text{statistic}} > t_{\text{table}} (1.990)$) or if the significance value (p-value) is smaller than α ($p\text{-value} < \alpha (0.05)$). Table 5 presents the original sample values, sample mean, standard deviation, t-statistic values, and p-values for the direct influence test of organizational culture (X2) on organizational commitment (Y) among library personnel in public senior high schools in Jambi Province.

	<i>Original SampleI</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X2 → Y	0.825	0.820	0.057	14.549	0.000

Table 5. Results of the Direct Influence Test of Organizational Culture on Organizational Commitment

The results of the direct influence test between organizational culture and organizational commitment (Table 5) indicate a parameter coefficient of 0.825. This coefficient reflects a positive value, meaning that the better the organizational culture implemented by the heads of library units in public senior high schools (SMA Negeri) in Jambi Province, the higher the level of organizational commitment among library personnel, and vice versa. The calculation of the t-statistic yields a value of 14.549, which is greater than the critical t-table value (1.990). Additionally, the significance value (p-value) of 0.000 is smaller than $\alpha = 0.05$. These results demonstrate that the direct effect of organizational culture on organizational commitment is statistically significant; thus, Hypothesis 5 (Ha5) is accepted. This means that organizational culture has a significant direct influence on the organizational commitment of library personnel in public senior high schools in Jambi Province.

The findings of this study, which reveal that organizational culture has a direct and significant effect on the organizational commitment of school library personnel in Jambi Province, are consistent with various previous studies that emphasize the essential role of organizational culture in shaping employees' attachment to their institutions. A strong and consistent culture that fosters a sense of togetherness serves as the foundation for enhanced loyalty and commitment among employees across diverse institutional contexts, including educational environments and library settings.

Sopiah (2019) found that organizational culture is a primary predictor of organizational commitment. Her study explains that clear organizational values, positive work norms, and a conducive work climate help cultivate employees' emotional attachment. Employees who feel integrated within the organizational culture tend to exhibit a stronger affective commitment. This aligns with the results of the present study, where a well-established organizational culture in school libraries becomes a major driver of increased commitment among library staff.

Another study by Pramudita (2021), specifically in the context of library institutions, further confirms that strong organizational culture enhances librarians' commitment. The study shows that librarians who work in environments characterized by structured cultural norms, harmonious interpersonal relationships, and participatory leadership demonstrate stronger organizational commitment. These findings directly relate to the context of this research, in which



the organizational culture practiced in public senior high school libraries throughout Jambi Province serves as a key factor in fostering staff loyalty and commitment.

Overall, this study strengthens the existing literature by demonstrating that organizational culture is a dominant factor in shaping organizational commitment among library personnel. The substantial coefficient value (0.825) indicates that organizational culture plays a more decisive role compared to other variables in enhancing staff attachment to their school institutions. These findings provide important implications: the development of a positive, inclusive, and service-oriented organizational culture is a key strategy for schools seeking to strengthen their human resources' commitment, particularly in the management of school libraries.

Hypothesis 6: The direct influence of leadership style and organizational culture on the organizational commitment of library personnel in public senior high schools in Jambi Province

The testing of Hypothesis 6 in this study is based on the sub-structural model II, with the following statistical hypothesis formulation:

- **H0: $\rho_{yx2x1} = 0$**
There is no direct influence of leadership style and organizational culture on the organizational commitment of library personnel in public senior high schools in Jambi Province.
- **Ha6: $\rho_{yx2x1} \neq 0$**
There is a direct influence of leadership style and organizational culture on the organizational commitment of library personnel in public senior high schools in Jambi Province.

Hypothesis 6 (Ha6) is accepted if the computed t-statistic value is greater than the t-table value ($t_{\text{statistic}} > t_{\text{table}} = 1.990$) or if the significance value (p-value) is smaller than $\alpha = 0.05$. Table 6 presents the original sample values, sample mean, standard deviation, t-statistics, and p-values for the direct influence test of leadership style (X1) and organizational culture (X2) on organizational commitment (Y) among library personnel in public senior high schools in Jambi Province.

	<i>Original Sample</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X1 & X2 → Y	0.873	0.875	0.034	25.323	0.000

Table 6. Results of the Direct Influence Test of Leadership Style and Organizational Culture on Organizational Commitment

The results of the direct influence test between leadership style and organizational culture on organizational commitment (Table 6) show a parameter coefficient of 0.873. This value indicates a positive relationship, meaning that the better the leadership style and organizational culture implemented in the public senior high school libraries (SMA Negeri) in Jambi Province, the higher the organizational commitment of library personnel, and vice versa. The calculated t-statistic is 25.323, which is greater than the critical t-table value (1.990). Moreover, the



significance value (p-value) of 0.000 is smaller than $\alpha = 0.05$. These findings indicate that the direct effect of leadership style and organizational culture on organizational commitment is statistically significant. Therefore, Hypothesis 6 (Ha6) is accepted, signifying that leadership style and organizational culture have a significant direct influence on the organizational commitment of library personnel in public senior high schools in Jambi Province.

The findings of this study, which demonstrate that leadership style and organizational culture simultaneously exert a significant effect on the organizational commitment of library personnel, align with previous research that emphasizes the combined importance of these two variables as key determinants of employee commitment. This simultaneous influence suggests that leadership and organizational culture are complementary factors that cannot be separated in efforts to build employee attachment to their institution.

Similarly, a study by Hakim (2018) revealed that the combination of transformational leadership and a supportive organizational culture significantly affects the organizational commitment of administrative staff in educational settings. Hakim highlighted that leadership characterized by role modeling, emotional support, and motivation becomes more effective when accompanied by an organizational culture that promotes openness, cooperation, and appreciation of achievement. Such a combination ultimately fosters a strong sense of commitment. These findings are highly relevant to the context of library personnel, who also require a stable, supportive, and collaborative work environment.

In a more specific context, research conducted by Rahmadani (2021) within school library settings shows that leadership style and organizational culture are dominant factors shaping librarians' commitment. The study explains that librarians demonstrate higher levels of commitment when they work in environments characterized by positive cultural norms, clear work values, and leadership that provides direction and support. These results align with the findings of the present study, in which both factors exert a substantial simultaneous effect on the organizational commitment of library personnel in public senior high schools in Jambi Province, as reflected in the high coefficient value (0.873) and the exceptionally strong t-statistic (25,323).

Overall, prior studies reinforce the conclusions of this research, underscoring that leadership and organizational culture not only exert independent effects but also demonstrate a synergistic simultaneous influence on employees' organizational commitment. In the context of public senior high school libraries in Jambi Province, the combination of effective leadership and a positive organizational culture is reflected in the high influence coefficient (0.873), suggesting that library personnel experience a supportive and well-structured work climate aligned with organizational values. This, in turn, strengthens their loyalty, sense of belonging, and commitment to fulfilling their professional duties.

Hypothesis 7: The direct influence of work motivation on the organizational commitment of library personnel in public senior high schools in Jambi Province

The testing of Hypothesis 7 in this study is based on the sub-structural model III, with the following statistical hypothesis formulation:



- **H0: $\rho_{yz} = 0$**
There is no direct influence of work motivation on the organizational commitment of library personnel in public senior high schools in Jambi Province.
- **Ha7: $\rho_{yz} \neq 0$**
There is a direct influence of work motivation on the organizational commitment of library personnel in public senior high schools in Jambi Province.

Hypothesis 7 (Ha7) is accepted if the computed t-statistic value is greater than the t-table value ($t_{\text{statistic}} > t_{\text{table}} = 1.990$) or if the significance value (p-value) is smaller than $\alpha = 0.05$. Table 7 presents the original sample value, sample mean, standard deviation, t-statistic, and p-value for the direct effect test of work motivation (Z) on organizational commitment (Y) among library personnel in public senior high schools in Jambi Province.

	<i>Original Sample</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
Z $\rightarrow$ Y	0.956	0.975	0.087	11.008	0.000

Table 7. Results of the Direct Influence Test of Work Motivation on Organizational Commitment

The results of the direct influence test between work motivation and organizational commitment (Table 7) show a parameter coefficient of 0.956, indicating a positive relationship. This means that the higher the level of work motivation possessed by library personnel in public senior high schools (SMA Negeri) in Jambi Province, the higher their organizational commitment to the school library, and vice versa. The calculated t-statistic is 11.008, which is greater than the critical t-table value (1.990). In addition, the significance value (p-value) of 0.000 is smaller than $\alpha = 0.05$. These results indicate that the direct effect of work motivation on organizational commitment is statistically significant. Therefore, Hypothesis 7 (Ha7) is accepted, meaning that work motivation has a significant direct influence on the organizational commitment of library personnel in public senior high schools in Jambi Province.

The findings of this study, which show that work motivation has a direct and significant influence on the organizational commitment of library personnel, are consistent with previous studies that have emphasized a strong relationship between employee motivation levels and their commitment to the organization. The influence coefficient of 0.956 and the high t-statistic value (11.008) illustrate the substantial contribution of work motivation to fostering organizational commitment. This suggests that library personnel who feel motivated whether through recognition, work support, opportunities for development, or a conducive work environment are more likely to demonstrate loyalty, dedication, and a strong desire to remain part of the organization.

A study by Lestari and Rahmawati (2019) also found a significant relationship between work motivation and organizational commitment among educational administrative staff. Their research highlights that highly motivated employees both through intrinsic and extrinsic factors tend to exhibit stronger affective commitment. In other words, when employees feel motivated and valued within their work environment, they are more willing to contribute optimally and remain loyal to the organization in which they work. These findings are consistent with the present study,



where work motivation has shown a strong contribution to enhancing the attachment and loyalty of library personnel to their educational institution.

In the library science context, research conducted by Fadilah (2018) on regional librarians revealed that work motivation is the most significant factor shaping organizational commitment compared to other variables, such as work experience or formal rewards. Librarians who perceive their work as meaningful, have opportunities for growth, and feel supported by their organization tend to exhibit stronger organizational commitment. These findings are highly relevant to the context of library personnel in public senior high schools in Jambi Province, who operate in a field that requires strong dedication and a deep understanding of information service dynamics.

Taken together, previous studies reinforce this study's findings that work motivation is a key component in building organizational commitment, especially in the context of educational and library organizations. Employees who feel motivated are more likely to develop a sense of belonging, loyalty, and long-term commitment to the organization. Therefore, the results of this study not only align with existing literature but also underscore that enhancing work motivation among library personnel is an important strategy for strengthening their organizational commitment.

Hypothesis 8: The direct influence of leadership style, organizational culture, and work motivation on the organizational commitment of library personnel in public senior high schools in Jambi Province

The testing of Hypothesis 8 in this study is based on the sub-structural model III, with the statistical hypotheses formulated as follows:

- **H0: $\rho_{yzx2x1} = 0$**
There is no direct influence of leadership style, organizational culture, and work motivation on the organizational commitment of library personnel in public senior high schools in Jambi Province.
- **Ha8: $\rho_{yzx2x1} \neq 0$**
There is a direct influence of leadership style, organizational culture, and work motivation on the organizational commitment of library personnel in public senior high schools in Jambi Province.

Hypothesis 8 (Ha8) is accepted if the computed t-statistic value is greater than the t-table value ($t_{\text{statistic}} > t_{\text{table}} = 1.990$) or if the significance value (p-value) is smaller than $\alpha = 0.05$. Table 8 presents the original sample value, sample mean, standard deviation, t-statistic, and p-value for the direct effect test of leadership style (X1), organizational culture (X2), and work motivation (Z) on organizational commitment (Y) among library personnel in public senior high schools in Jambi Province.

	<i>Original SampleI</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X1.X2, & Z $\rightarrow$ Y	0.959	0.959	0.015	62.577	0.000



Table 8. Results of the Direct Influence Test of Leadership Style, Organizational Culture, and Work Motivation on Organizational Commitment

The results of the direct influence test between leadership style, organizational culture, and work motivation on organizational commitment (Table 8) produced a parameter coefficient of 0.959, indicating a positive value. This means that the better the leadership style and organizational culture implemented, and the higher the work motivation of library personnel in public senior high schools in Jambi Province, the higher their organizational commitment will be, and vice versa. The calculation of the t-statistic resulted in 62.577, which is greater than the t-table value (1.990), with a significance value (p-value) of 0.000. which is smaller than α (0.05). These results demonstrate that the direct influence of leadership style, organizational culture, and work motivation on organizational commitment is significant. Therefore, hypothesis 8 (Ha8) is accepted, indicating that leadership style, organizational culture, and work motivation have a significant direct effect on the organizational commitment of library staff in public senior high schools in Jambi Province.

The findings of this study, which show that leadership style, organizational culture, and work motivation simultaneously have a significant effect on the organizational commitment of library staff in public senior high schools in Jambi Province, reinforce the understanding that organizational commitment is not the result of a single factor. Instead, it is shaped by the interaction of various psychological and structural variables within the organization. The very high influence coefficient (0.959) and the t-statistic value of 62,577 indicate that these three variables collectively contribute strongly to strengthening employee commitment. These results explain that library personnel who are led by effective leaders, work within a positive organizational culture, and possess high work motivation will exhibit much stronger commitment to the schools where they serve.

Similar results were also reported by Putri and Rahman (2021), who investigated educational support personnel in public schools. Their study showed that transformational leadership style, collaborative organizational culture, and intrinsic work motivation jointly have a significant influence on organizational commitment. They emphasized that organizational commitment is formed through employees' identification with organizational values, sense of belonging, and positive perceptions of the work environment. These three factors together create a work atmosphere that supports emotional attachment to the organization. This finding is highly relevant to the context of library personnel, who require work stability and clarity of organizational direction to develop long-term commitment.

In the context of library institutions, Wahyuni (2019) found that librarians' commitment is significantly influenced by the leadership of the head librarian, a collaborative work culture, and work motivation driven by recognition and opportunities for professional development. The study demonstrated that libraries, as information service-based organizations, rely heavily on the commitment of their staff to maintain service quality. A combination of supportive leadership, positive work culture, and high motivation has been proven to enhance librarians' loyalty and dedication to the institution. This is consistent with the findings of the present study, which show



that the commitment of library staff in public senior high schools in Jambi Province is also shaped by the interaction of these three determinants.

Overall, previous studies strongly indicate that leadership style, organizational culture, and work motivation are determining factors that simultaneously enhance organizational commitment. The findings of this study reinforce the established literature and provide new empirical evidence in the context of school library personnel in Indonesia. Therefore, the results of this study are relevant and aligned with prior research, which consistently shows that employees' organizational commitment will increase when they work under effective leaders, within a positive organizational culture, and with high levels of work motivation.

Hypothesis 9: The Indirect Effect of Leadership Style on Organizational Commitment of Library Personnel in Public Senior High Schools in Jambi Province Through Work Motivation

The ninth hypothesis (Ha9) was tested using the substructure model IV, with the following statistical hypotheses:

- **H0: $\text{pyx1z} = 0$**
There is no indirect effect of leadership style on the organizational commitment of library personnel in public senior high schools in Jambi Province through work motivation.
- **Ha9: $\text{pyx1z} \neq 0$**
There is an indirect effect of leadership style on the organizational commitment of library personnel in public senior high schools in Jambi Province through work motivation.

Hypothesis 9 (Ha9) is accepted if the t-statistic value is greater than the t-table value ($t_{\text{statistic}} > t_{\text{table}} (1.990)$) or if the significance value (p-value) is smaller than α ($p\text{-value} < \alpha (0.05)$). Table 9 presents the original sample value, sample mean, standard deviation, t-statistic value, and p-value for the test of the indirect effect of leadership style (X1) on organizational commitment (Y) of library personnel in public senior high schools in Jambi Province through work motivation (Z).

	<i>Original SampleI</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X1 → Y → Z	0.593	0.584	0.090	6.599	0.000

Table 9. Results of the Indirect Influence Test of Leadership Style on Organizational Commitment Through Work Motivation

The results of the indirect influence test of leadership style on organizational commitment through work motivation (Table 9) yielded a parameter coefficient of 0.593 and a t-statistic value of 6.599, which is greater than the t-table value (1.990). The significance value (p-value) obtained was 0.000, which is smaller than α (0.05). These results indicate that the indirect effect of leadership style on organizational commitment mediated by work motivation is positive and significant. Therefore, hypothesis 9 (Ha9) is accepted, meaning that leadership style has a



significant indirect effect on organizational commitment through work motivation. In other words, work motivation is capable of mediating the relationship between leadership style and the organizational commitment of library personnel in public senior high schools in Jambi Province.

The findings of this study, which show that work motivation serves as a mediator in the relationship between leadership style and organizational commitment, align with several previous studies in the fields of human resource management and organizational behavior. In general, these studies emphasize that leaders play an essential role in influencing organizational commitment, although such influence often does not occur directly but rather through employees' psychological variables, particularly work motivation.

A study by Zhang and Bartol (2010) demonstrated that transformational leadership style has a significant effect on organizational commitment, and this effect is strongly mediated by employees' intrinsic motivation. Leaders who provide inspiration, clear direction, and emotional support can enhance employees' work motivation, which in turn strengthens their attachment and commitment to the organization.

Furthermore, Jain and Duggal (2018) also found that work motivation functions as a mediating variable in the relationship between participative leadership style and organizational commitment. Leaders who involve subordinates in decision-making, provide fair rewards, and create a conducive work environment indirectly increase organizational commitment through heightened work motivation. These findings reinforce the view that motivation is not merely an internal psychological variable but also an outcome of healthy interactions between leaders and their subordinates.

Thus, the findings of this study are consistent with previous research, emphasizing that work motivation is an essential mechanism explaining how leadership style can influence organizational commitment. Among library personnel in public senior high schools in Jambi Province, work motivation serves as a psychological bridge that strengthens the relationship between leadership behavior and organizational commitment. When leaders apply a supportive, communicative, and inspirational leadership style, the work motivation of library personnel increases, ultimately enhancing their commitment to the school library organization.

Hypothesis 10: The Indirect Effect of Organizational Culture on the Organizational Commitment of Library Personnel in Public Senior High Schools in Jambi Province Through Work Motivation

The testing of the tenth hypothesis (Ha10) in this study is based on substructure model V, with the following statistical hypotheses:

- $H_0: \gamma_{xz} = 0$
There is no indirect effect of organizational culture on the organizational commitment of library personnel in public senior high schools in Jambi Province through work motivation.



- Ha10: $\gamma_{1z} \neq 0$

There is an indirect effect of organizational culture on the organizational commitment of library personnel in public senior high schools in Jambi Province through work motivation.

Hypothesis 10 (Ha10) is accepted if the calculated t-statistic value is greater than the t-table value ($t_{\text{statistic}} > t_{\text{table}} (1.990)$) or if the significance value (p-value) is smaller than α ($p_{\text{value}} < \alpha (0.05)$). Table 10 presents the original sample value, sample mean, standard deviation, t-statistic value, and p-value for the indirect effect test of organizational culture (X2) on organizational commitment (Y) of library personnel in public senior high schools in Jambi Province through work motivation (Z).

	<i>Original SampleI</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X2 → Y → Z	0.946	0.966	0.099	9.547	0.000

Table 10. Results of the Indirect Influence Test of Organizational Culture on Organizational Commitment Through Work Motivation

The results of the indirect influence test of organizational culture on organizational commitment through work motivation (Table 10) indicate a parameter coefficient of 0.946 and a t-statistic value of 9.547, which is greater than the t-table value (1.990). The significance value (p-value) obtained was 0.000, which is smaller than α (0.05). These findings demonstrate that the indirect effect of organizational culture on organizational commitment mediated by work motivation is positive and significant. Therefore, hypothesis 10 (Ha10) is accepted, meaning that organizational culture has a significant indirect effect on organizational commitment through work motivation. In other words, work motivation mediates the relationship between organizational culture and the organizational commitment of library personnel in public senior high schools in Jambi Province.

The findings of this study, which show that organizational culture indirectly influences organizational commitment through work motivation, are consistent with various previous studies in the context of organizational management, education, and library institutions. Overall, these findings reinforce the theory that a strong, positive, and consistent organizational culture can enhance work motivation, which subsequently strengthens individual commitment to the organization.

The study conducted by Lok and Crawford (2004) revealed that organizational culture has a significant influence on organizational commitment; however, this influence is often mediated by psychological variables such as work motivation and job satisfaction. They found that when organizational culture emphasizes cooperation, open communication, and clear organizational values, employees' work motivation increases, which in turn positively affects organizational commitment.

In the context of libraries and educational institutions, Wahyuningsih and Purnamasari (2019) investigated school librarians and found that a positive work culture characterized by leadership support, collaboration among librarians, and recognition of performance significantly



enhances librarians' work motivation. This increased motivation was shown to mediate the relationship between organizational culture and organizational commitment. This finding is highly relevant as it illustrates how work culture dynamics within a library environment can influence staff commitment.

Thus, the results of this study align with numerous previous studies that affirm organizational culture has a significant effect on organizational commitment through work motivation. In the context of library personnel in public senior high schools in Jambi Province, a positive organizational culture characterized by strong collaboration, school leadership support, effective communication, and appreciation of librarians' contributions can enhance their work motivation. When work motivation increases, library personnel tend to demonstrate stronger emotional and professional attachment to the organization, thereby strengthening their organizational commitment.

4. CONCLUSION

This study employed a cluster sampling method by selecting three regions Jambi City (central), Tanjung Jabung Timur Regency (eastern), and Merangin Regency (western) with a total sample of 132 respondents, 97 of whom were included in the analytical population. The purpose of this study was to examine the influence of leadership style, organizational culture, and work motivation on the organizational commitment of library personnel in public senior high schools in Jambi Province through an analysis of both direct and simultaneous relationships among the variables.

The findings indicate that leadership style does not have a significant direct influence on work motivation, although the coefficient was positive. This suggests that the motivational drive of library personnel is not directly determined by leadership patterns, but rather by other psychological and contextual factors. Conversely, organizational culture was shown to have a very strong and significant effect on work motivation, indicating that a conducive, collaborative, and value-driven work environment is a primary determinant of employee motivation. Furthermore, the combination of leadership style and organizational culture was also found to have a significant simultaneous effect on motivation, highlighting the importance of synergy between leadership behavior and the strength of organizational values.

In the context of organizational commitment, the findings show that leadership style has a significant direct influence on organizational commitment. This indicates that leaders' exemplary behavior, guidance, and support can foster a sense of belonging, loyalty, and attachment among employees toward their institution. In addition, organizational culture has a much stronger direct effect on organizational commitment. This finding underscores that organizational values, norms, work habits, and overall organizational climate are dominant factors in building the loyalty of library personnel. Indeed, the effect of organizational culture on commitment was found to be the strongest compared to other variables.



Overall, this study affirms that organizational culture emerges as the most determining factor in influencing work motivation and organizational commitment, while leadership style plays a significant role particularly in strengthening commitment rather than motivation. These relationships suggest that enhancing the motivation and commitment of library personnel is more effectively achieved through strengthening organizational values, climate, and cultural practices, accompanied by leadership practices that are supportive, communicative, and directive. Therefore, human resource development strategies in public school libraries should prioritize strengthening the foundations of organizational culture while simultaneously enhancing leadership capacity to create adaptive, professional, and competitive organizations.

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